

School of Social Work
University of Wisconsin-Madison
1350 University Avenue
Madison, WI 53706

Social Work 800: Social Work Practice in Child and Family Welfare: Public, Private, and Educational Settings

Field Practice and Integrative Seminar III, Summer and Fall 2018

Instructor Name & Title: Jeanne Ferguson, MSSW, LISW Field Faculty & Lecturer

Class Time & Day: Saturdays, 9:00-11:30 am

Location: Room 1012, MSC building (Medical Sciences Building)

Credits: 6 credits (PTP)

Instructional Mode: Face to Face

Canvas Course URL: <http://canvas.wis.edu/courses/101000>

Office hours: By appointment

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I. Course Description 800 Field Practice and Integrative Seminar III

An approved advanced generalist seminar and placement linked to areas of focus. Seminar and placement require a minimum of 18-20 hours/week. The first course (SW800) of the two-semester advanced field sequence. The second course (SW801) of the two-semester field sequence.

Attributes and Designations: This course counts toward the 50% graduate coursework requirement.

Requisites: MSW Student

How Credit Hour is Met: The credit standard for this course is met by an expectation of a total of 320 hours of student engagement with the courses learning activities (45 hours per credit), which include regularly scheduled instructor: student meeting times (Saturdays for 2.5 hours over 14 weeks), reading, writing, field placement and other student work as described in the syllabus.

II. Course Overview

Field units, including an integrative seminar, provide the opportunity to integrate social work content and generalist practice and to transcend individual agency settings when addressing social problems as a social worker. It is focused on social work practice on behalf of children and families, particularly those of low socioeconomic status. The field faculty works closely with agency supervisors in selected child, family and educational settings.

The area of focus for this field unit is children, youth, and family welfare, offering all students social work content on child welfare and other family services. It offers Advanced Practice students an opportunity to develop knowledge and demonstrate skills in advanced practice areas and to strengthen foundation areas as needed.

This Unit's approach to child and family welfare includes attention to the family as a whole and to the factors that influence its well-being such as socioeconomic status, economic and/or socio-cultural opportunity or oppression, resources for healthcare, housing; and to public-sector service

delivery such as healthcare, child protection, educational settings and family services.

Advanced generalist year students spend 20-22 hours per week, including the integrative seminar, for a total of **320** hours per semester. For field placement purposes, the semester is considered 15 weeks. The 15 weeks includes exam week; if you prefer not to be in placement that week, or to reduce placement hours that week, you may choose to work with your agency supervisor to spend more hours in earlier weeks. Please note the number of seminars is 14 at 2.5 hours for each seminar for a total of 35 hours.

Students are not permitted to end their field placement early, which is the reason a limit is set as to how many hours students may spend in field each week. The key to ensuring students have the most beneficial field experience is the combination of attending the field seminar *while* being placed in the field, which necessitates that students not finish their placement early. In addition, a commitment is made between the student, the agency supervisor, and the field faculty member to continue the student's educational experience until May 2019. Field settings require a commitment of two consecutive semesters of placement, due to the nature of client needs and services provided, as well as the time needed for student's professional development. All settings provide opportunity to learn advanced generalist social work roles.

III. Learning Outcomes: Competency, Description and Dimensions (Field and Seminar)

Field education is comprised of two interrelated components: 1) The field placement, and 2) the Integrative Seminar. Together, these elements are the means by which students become competent practitioners at the generalist (400-401) or advanced generalist (800-801) level.

This Integrative Seminar provides you with regular opportunities for integration of course content and field experiences. The integrative seminar connects the theoretical and conceptual content of the classroom with advanced generalist (800-801) practice in field settings. In seminar, as we consult with one another and reflect on practice dilemmas, we examine practice problems in the context of social work values and how we professionally think and feel (cognitive and affective processes) incorporating each of the identified social work competencies listed in Appendix A of this syllabus.

In this seminar, a generalist perspective is used to analyze and reflect on advanced social work (800-801) practice situations you will encounter in your placement. The generalist practitioner combines multidisciplinary knowledge bases, problem analysis skills, and multiple practice methods to develop creative solutions, in partnership with clients, to the problems and situational needs of people in their various life roles, or social and economic realities. Central to the generalist perspective are concepts of multi-level person-environment assessment and intervention, multiple targets, and multiple methods. This field practice and integrative seminar blends agency-based practice with practice theory, human behavior, social work policy/services, and social work research. The advanced generalist perspective builds on generalist practice adapting and extending acquired knowledge, values and skills to address more complex direct practice situations and to be proactive and reflexive social work leaders capable of addressing

unique, ambiguous, unstable and complex situations.

In your field placement, you will demonstrate mastery of a set of behaviors tied to entry and/or advanced practice social work competencies that are related to the mission and goals of social work. The behaviors associated with the competencies addressed in this field course may be found in the “Student Learning Plan” and the “Evaluation Instrument” found in your Canvas course site.

IV. Course Content

Time: 9:00-11:30 a.m., with one break.

Week 1 - August 4 Welcome and Introductions

Field Assignments – Discussion

Areas to be covered in integrative seminar: check-in, consultation and problem-solving to include:

- Understanding and utilization of ethical decision making and professionalism
- Recognizing and understanding that differences in life experiences affect supervision and may include oppression, poverty, marginalization, privilege and may affect power differentials in the worker/supervisor relationship
- Understanding the importance of a dynamic and interactive evaluation process in social work practice and internship based on transparent communication

Required Reading:

Baird, B.N. (2008). Supervision. In *The internship, practicum and field placement handbook: A guide for the helping professions* (pp. 79-101). (5th Ed.) Upper Saddle River, NJ: Pearson Education.

Week 2 - August 11 Ethics and Boundaries

Discussion of readings about models of ethical decision making and supplemental ethical standards for School Social Workers.

(Competencies: professionalism and conduct, apply social work ethical principles to guide professional practice, apply critical thinking to inform and communicate professional judgments)

Areas to be covered in integrative seminar: check-in, consultation and problem-solving to include:

- NASW Code of Ethics & Ethics in relation to social media
- Understanding how basic human rights and social justice intersect with code of ethics
- Know and apply the principals of logic, culturally informed inquiry and ethical approaches to practice-informed research and research-informed practice
- Student led discussions on ethical dilemmas, setting boundaries and self-evaluation

ASSIGNMENT: Students will come to class prepared to discuss possible ethical dilemmas in relation to the NASW Code of Ethics and social media. Plan to focus your discussion in relation to models of ethical decision making presented in required readings. Be prepared to discuss HOW your decision is made and what model you have used in making that decision.

Required Readings:

- Raines, J. & Dibble, N. (2011). Knowing Yourself and Your Professional Responsibilities. In *Ethical Decision Making in School Mental Health*. (pp. 1-30). New York, NY: Oxford University Press.
- Jarolmen, J. (2014). Ethical Dilemmas. In *School Social Work: A Direct Practice Guide*. (pp. 134-148). Thousand Oaks, California: SAGE Publications.
- Wisconsin Department of Public Instruction (2014). Dibble, N. Supplemental Ethical Standards for School Social Workers.
- NASW Code of Ethics

Week 3 - August 18 Critical Thinking in Social Work Practice

Areas to be covered in integrative seminar: check-in, consultation and problem-solving to include:

- Coming to class prepared to discuss using critical thinking skills and theory to process the required reading about frameworks of practice.
- Student discussion and activities to evaluate intervention effects on human rights and social and economic justice impact of article's implications
- Demonstrate ability to understand policy implementations and potential impact on families

Required Readings (will be used in class activity and discussion):

Westman, J. (1996, November-December). The rationale and feasibility of licensing parents. *Society* 34(1), 46-52.

Week 4 - August 25 Examination of theories and models of Cultural Competence in social work; Dialectic and Uniqueness Awareness Approach discussion.

Areas to be covered in integrative seminar: check-in, consultation and problem-solving to include:

- Examine the definitions & implementation of the concepts of culture, cultural humility, and cultural competence in social work practice.
- Examine four theories and models of cultural competence taught in social work education, compare and contrast, examine limitations and strengths.
- Understand the new approach called the Dialectic and Uniqueness Awareness Approach and the interaction of the triadic relationship between the social worker, the client and the interaction of both within systems.

Required Reading (will be used in class discussion & activities):

Alvarez-Hernandez, L. & Choi, Y.J. (2017): Reconceptualizing Culture in Social Work Practice and Education: A Dialectic and Uniqueness Awareness Approach, *Journal of Social Work Education*. Retrieved from <http://dx.doi.org/10.1080/10437797.2016.1272511>

Note: Students will sign-up to research a mental health disorder for the presentation during Week 6 (September 15)

September 1 Happy Labor Day Break – No Class

Week 5 - September 8 Special Education; RTI & PBIS overview-Social Worker's Roles. Understanding some current education trends and how they can impact youth and families involved with social work programs. 9-10 am

Jenny Braunginn, Field Faculty. Guest Speaker for Combined sections of CYFW field units. (meet in School of SW Room 220 for this class at 9:00)

Areas to be covered in integrative seminar: check-in, consultation and problem-solving to include:

- Understand and discuss the intersection of diversity and difference in educational program implementation
- Discussion of how practice incorporates knowledge and theory of human rights and social justice in educational access and programs
- Understand school-based practice-informed research for programs and policies, both historical context and current political dynamics

Reading: handouts in class

Week 6 - September 15 Current Mental Health Issues Facing Families

Areas to be covered in integrative seminar: check-in, consultation and problem-solving to include:

- Understand and discuss the interconnections of mental health issues, access to programs, human rights, and social/economic justice
- Understand and discuss the implementation of policies and services at the local, state and national level
- Apply theories of human behavior and environment in ongoing assessment, intervention and evaluation of mental health programs

Assignment: Each student will choose a mental health disorder to present information to the class. An article is to be presented for others to read, and the presenting student will summarize how the disorder affects children, youth and families. Students will sign-up during **Week 4** (August 25) seminar so as to avoid duplication of disorders, or to agree on how to distribute information shared for a single disorder.

LEARNING PLAN DRAFT DUE (9/15)

Week 7 - September 22 Poverty and Homelessness

Areas to be covered in integrative seminar: check-in, consultation and problem-solving to include:

- Understand and discuss the intersection of poverty and homelessness with basic human rights and social justice
- Recognize and understand policy and policy development impact on families living in poverty
- Apply knowledge of understanding of theories of human behavior and social

environment in assessing, providing interventions and evaluating programs to reduce homelessness and poverty

Practice Questions: What are the individual, family, and community level risk factors that influence homelessness? What interventions have the greatest potential for reducing homelessness?

Assignment: Each student will bring a resource for homeless families either statewide or specific to the student's placement or home location. Students should describe it, how to access it and provide information to the class.

Week 8 - September 29 Child Abuse Reporting/Confidentiality and the Complexities that occur between CPS, Schools and other agencies

Areas to be covered in integrative seminar: check-in, consultation and problem-solving to include:

- Scenario discussions and activities to address ethical decisions and considerations affecting child abuse
- Understand and discuss various laws and policies that impact mandatory reporting
- Discuss the on-going evaluation and interactive process of social work practice with individuals and families

Final LEARNING PLAN DUE (9/29)

Week 9 - October 6 Social Work Practice and Immigration Issues

Areas to be covered in integrative seminar: check-in, consultation and problem-solving to include:

- Discussion of the intersectionality of multiple factors involving race, class, culture, immigration status with marginalization and oppression
- Understand the impact of these factors on basic human rights and social justice for families
- Understand the impact of state and national policies aimed at equity or preservation of status quo and their global impact on children and families

Assignment: Come to class prepared to discuss issues raised in the assigned reading, especially the systems issues raised and trauma impact on immigrant youth.

Required Reading: Benson, M., Abdi, Saida & Ford-Pax, R. (2018). Practice Applications with Immigrant and Refugee Youth. In Hilado, A. & Lundy, M. (Eds.) *Models for Practice with Immigrants & Refugees: Collaboration, Cultural Awareness and Integrative Theory*. (pp. 339-361). New York, NY: SAGE press.

Week 10 - October 13 Effects of Domestic Violence on Families; relation to ACE and trauma

Areas to be covered in integrative seminar: check-in, consultation and problem-solving to include:

- Understand the impact of various laws and policies on domestic abuse issues and reporting issues
- Discuss methods of assessment, intervention and evaluating various methods of

- interactive process of social work practice with families and law enforcement
- Familiarize ourselves with a current model of DV assessment in CPS: Safe and Together (handouts supplied in class)

Come prepared to discuss situations you have faced as a social worker involving the impacts of domestic violence on youth and families. What programs are available in your area? Impacts on education, relation to trauma.

Week 11 - October 20 System Change, Advocacy and Macro Change

Areas to be covered in integrative seminar: check-in, consultation and problem-solving to include:

- Discuss change strategies to employ that are designed to eliminate oppressive structural barriers to ensure economic, social and cultural human rights are protected.
- Discuss methods of evaluation that are appropriate for understanding the changes on the social environment

Practice Question: How will you put your advocacy ideas into action: first steps? How do you evaluate the effects of climate/culture when you look at systems change? Class discussion of agency/client's perspective.

Students share artifact with class.

ARTIFACT #1 DUE Climate/Culture Assessment of Agency. (Be prepared to discuss artifact in class also)

Week 12 - October 27 All School Guest Speaker: Topic TBD 9-10:30

10:30-11:30 Class discussion and processing about speaker topic

Areas to be covered in integrative seminar: check-in, consultation and problem-solving.

Week 13 - November 3 Cultural Responsiveness, Discrimination and Racism in Social Work Programs

Areas to be covered in integrative seminar: check-in, consultation and problem-solving to include:

- Discuss the various intersectionality of multiple factors that impact racism (including age, class, race, religion, disability, gender identity and expression, religion, culture)
- Understand and discuss the connection between discrimination and overall oppression and social justice issues
- Relate the impact of discrimination with various policies and laws

Be prepared to share your article and artifact (racism reflection) with class for discussion. Discuss why the article or situation was important to you and what aspects of racism or discrimination it describes.

ARTIFACT #2 DUE (11/3)

Week 14 - November 11 Social Work and LGBTQ+ issues.

Guest Speaker from UW-Madison LGBTQ Center

Areas to be covered in integrative seminar: check-in, consultation and problem-solving to include:

- Forms and mechanisms of oppression and discrimination for LGBTQ individuals and related intersection of privilege and power impacts.
- Interconnections of LGBTQ issues with social and economic justice and strategies to employ to eliminate oppressive barriers.
- State and federal laws and policies that impact LGBTQ individuals and programs
- Theories of behaviors, personal experience impact assessments and decision making for various approaches in working with LGBTQ individuals.
- Appropriate interventions for selected populations.

Assigned readings: On Canvas

Week 15 - November 17 Social Work Practice and Women's Issues

Areas to be covered in integrative seminar: check-in, consultation and problem-solving to include:

- Forms and mechanisms of oppression and discrimination and related intersection of privilege and power impacts
- Interconnections of women's issues with social and economic justice and strategies to employ to overcome barriers
- Discuss methods of assessment, intervention and evaluating various methods of interactive process of social work practice with women and women's issues

Required Readings (will be used in class discussion and activities):

- Ferber, Abby L. (2012) The Culture of Privilege: Color-blindness, Postfeminism, and Christo-normativity. *Journal of Social Issues*, Vol. 68.No. 1, 63-77.
- Curtis-Bowles, Harriet (2009): Finding My Professional Voice: A Woman of Color's Professional Journey. *Women & Therapy*, 32:2-3, 209-221.

November 24 - No Class, enjoy your break!

Week 16 - December 1 Managing Stress and Setting Priorities in Social Work

Areas to be covered in integrative seminar: check-in, consultation and problem-solving to include:

- Understanding of awareness of personal values and ethics in maintaining professional standards and work
- Self-evaluation

CLASS DISCUSSION: Come to class prepared to reflect on your Personal Care Plan for first semester. What has been successful and what changes need to be addressed for semester two?

Required Readings:

- Jayaratne,S. (2006). Best Practices for Avoiding Burnout. In Franklin, C., Harris, M & Allen-Meares, P (Eds.) *School Services Sourcebook*, (pp. 1173-1181). New York, NY: Oxford University Press.
- Leyba, E. (2009). Tools to Reduce Overload in Schools. *Children & Schools*, 31, 219-228.
- Other readings on Canvas Site

Integrating Academics with Field Practice PAPER DUE (12/2)

Week 17 - December 8 Change Agent in Social Work, presentations and reflection

Areas to be covered in integrative seminar: check-in, consultation and problem-solving to include:

- Discuss strategies to employ for change that are designed to eliminate oppressive structural barriers to ensure economic, social and cultural human rights are protected.
- Discuss methods of evaluation that are appropriate for understanding the changes on the social environment
- Self-reflection and evaluation and consultation regarding project

Presentations of and discussion about Change Agent Project Ideas (start presentations)

LARGER SYSTEMS CHANGE REFLECTION PRESENTATIONS (and outline) DUE

Week 18 - December 15 Change Agent Presentations and End of Semester Review

Areas to be covered in integrative seminar: check-in, consultation and problem-solving to include:

- Discuss strategies to employ for change that are designed to eliminate oppressive structural barriers to ensure economic, social and cultural human rights are protected.
- Discuss methods of evaluation that are appropriate for understanding the changes on the social environment
- Self-reflection and evaluation and consultation regarding project

Finish Presentations. Wrap-up and Class Evaluations – Review, conclusions, evaluation

Potluck brunch

The schedule represents the agenda of activities the field faculty intends to follow during the term. However, the faculty reserves the right to modify or change this schedule at any time based on the perceptions of the objectives to be realized, topics of current interest, and specific needs of students in the light of these factors.

V. Text and Reading Materials

Readings will be assigned, in advance, for specific class topics. Students will be expected to come prepared for class having thoughtfully read the assigned articles or other materials. Due to the extent of the material to be covered in the course, students should expect that time will not allow discussion of every reading. Additional relevant readings may be provided by the field

faculty member throughout the semester. The readings and exercises are available in the Course CANVAS site. Students are also expected to read relevant practice material available in their agency placement.

It is anticipated that students will be exposed to new substantive areas in the field that they will need to learn more about in order to gain sufficient understanding to address their or their clients' needs in that area. In many cases, this will be necessary in order to make progress toward accomplishing the related competencies or behaviors in the learning plan. *Students should indicate on their learning plan topics that will be pursued over the semester and note progress in their final semester evaluation.*

Recommended Resources for School Social Work Students:

- 1.) Jarolmen, J. (2014). *School Social Work: A Direct Practice Guide*. Thousand Oaks, California: SAGE Publications.
- 2.) Joyce-Beaulieu, D. & Sulkowski, M. L. (2015). *Cognitive Behavioral Therapy in K-12 School Settings*. New York: NY: Springer Publishing Co.
- 3.) Meares-Allen, P. (2010) *Social Work Services in Schools*. (6th ed.) New York: Pearson Education, Inc.
- 4.) Massat, C.R., Constable, R, & Kelly, M. (2016). *School Social Work: Practice, Policy and Research*. (8th ed.), Chicago, Illinois: Lyceum Books, Inc.
- 5.) Raines, J. & Dibble, N. (Eds). (2011). *Ethical Decision Making in School Mental Health*. New York, NY: Oxford University Press.

Also recommended for all Children, Youth and Families Students:

- 1) Corcoran, J. (2016). *Motivational Interviewing, A Workbook for Social Workers*. New York, NY: Oxford Press.
- 2) Hilado, A. & Lundy, M. (2018). *Models for Practice with Immigrants & Refugees; Collaboration, Cultural Awareness, and Integrative Theory*. Los Angeles, California: SAGE Publications.
- 3) Gorski, P. (2018). *Reaching and Teaching Students in Poverty; Strategies for Erasing the Opportunity Gap*. (2nd ed.). New York, NY: Teachers College Press.

VI. Evaluation: Assignments, Grading and Methods

Assignments SW 800: In order to achieve the competencies listed below, timely completion of assignments is expected. Students needing assistance with written assignments are expected to use available resources (e.g., the Writing Lab, 6171 Helen C. White Hall). Please note that all MSW students are expected to perform at a high level re: writing, grammar, adherence to APA forms, etc. If you have received feedback in other classes that your writing skills need

enhancing, please access helpful resources before your first written assignment in this course is due. I will assume that your first written assignment is indicative of your skill in your field placement, and will grade it accordingly. I will also be asking your field supervisor to keep me informed of the skill level you demonstrate in written work submitted in your placement.

Learning Plan

Learning plan drafts are due September 15 and final versions are due on September 29th.

Learning plan drafts are due by the dates indicated in the course schedule. Final learning plans must be approved by field supervisors *and* field faculty and signed by students, agency supervisors *and* field faculty. The field faculty provides students with a framework for social work practice and assistance in self-assessment in order to formulate a learning plan. In the learning plan, students, in collaboration with agency supervisors and field faculty, must identify the methods by which the behaviors outlined in the syllabus will be observed. For example; relative to competency 2.1.8, “employ diverse strategies to negotiate, mediate and advocate with and on behalf of diverse clients and constituencies in a focus area,” the student and agency supervisor could agree to the following: student will propose a plan for advocating to be approved by the supervisor and provide an outcome report relative to their advocacy work for the supervisor’s review and feedback. This indicates how the student will achieve this behavior (an advocacy plan and outcome report) and how it will be observed (e.g., supervisor’s approval, review and feedback regarding the plan and outcome report). The “methods to observe and demonstrate achievement” must be connected to the nine competencies.

The learning plan, sometimes referred to as a “learning contract,” is a critical document that provides a framework for learning goals and practice skills that the student will work towards throughout the semester in their field placement. A learning plan is written each semester and outlines the learning opportunities, activities, and responsibilities of the student and agency supervisor. The learning plan will be used to guide your fieldwork and evaluate your progress at the end of each semester. This learning plan is meant to be an organizational aid to help initiate, plan, and update/revise your field experience. It is not intended to be a substitute for regular supervisory contact and educational consultation with faculty and professional staff. Students needing assistance in completing it should contact the field faculty member.

Integrative Seminar

There is a required weekly seminar with the field faculty on Saturdays from 9:00 am -11:30 am. The seminar is used for integrating theory and practice. The format for the seminar includes consultation about practice problems and issues, faculty instruction and student presentations, guest speakers and learning activities. Students are responsible for reading all assigned material so that they are fully prepared to participate in discussion and class activities.

Each student is expected to share field and other related experiences in order to enhance the integration and application of social work concepts with practice through active consultation, problem solving and support. Given the diversity of students and their life experiences and the various agency placement settings, populations-at-risk, and the human rights issues that face social workers in every practice setting, active participation is critical to learning about various perspectives and social work in public and private child welfare agencies. There will be time set aside weekly for you to talk about your field experience and issues that you are encountering,

both to seek consultation around challenges you are experiencing and to enhance each other's learning. Coming prepared to share, discuss and learn, is *extremely* important. Students in the seminar are expected to conduct themselves in a professional manner, similar to what is expected in the student's field placement.

The seminar is designed to support the integration of academic course content in the generalist curriculum and practice experience in the field pertinent to social work practice with children, youth, and families. Theory and concepts learned in other courses and seminar are integrated with practice opportunities in the field, fostering the implementation of evidenced-informed practice. Faculty and students share responsibility for:

- identifying practice problems and issues arising in field work;
- providing a supportive environment for group input,
- offering active consultation and problem solving and
- integrating theory and methods course content into the direct and/or indirect practice framework.

Emphasis is upon problem-solving and multi-method, evidenced-informed interventions with consultation, support, and teamwork involving students, agency staff, faculty, and other professional relationships. The integrative seminar provides an arena for faculty lectures, student presentations, guest lectures, group discussions, case presentations, peer consultation and support, and readings.

The Portfolio (School Social Work Students)

In Wisconsin, a portfolio is required of all students seeking licensure by the Department of Public Instruction as a school social worker under PI 34. The portfolio project offers each student an opportunity to organize and present all of the major assignments, projects, and products students have completed in their classroom work and their fieldwork. Each student must have evidence in his/her portfolio that the Wisconsin Teacher and Pupil Services Standards in Subchapter II of PI34 have been met. In addition, students must demonstrate proficiency in the School Social Work Content Standards. It should be a "work in progress" and constructed as students move along in the educational process. For further details, please see the School Social Work: Guide to Wisconsin Licensure. Electronic portfolios will not be accepted at this time. Portfolio Artifacts will be created by the student throughout the year that are designed to develop proficiency in the School Social Work Content Standards. The artifacts are to be included in the portfolio and will be assessed in total when the portfolio is completed in the spring of his/her advanced practice concentration year. For this Seminar unit, Jenny Braunginn, MSW, CISW will be evaluating and approving the Portfolio's of students requiring approval by a licensed school social worker.

Participation and Professionalism

Quality participation includes the ability to look at oneself and critically analyze strengths and areas for growth. Participation and professionalism in all field unit seminars is required. Quality participation also includes providing appropriate support and feedback to peers, as well as seeking and receiving appropriate feedback and consultation from peers. Those whose participation clearly demonstrates having completed readings and other assignments, the ability

to integrate social work concepts with field and other experiences, AND the ability to fully engage in problem solving and other exercises (presenting social work issues or other perspectives for discussion as well as responding to other students who present issues) will earn high marks in this area. Participation can be challenging for some students, especially those who require time to process information before being able to provide feedback. However, it is essential, so if you experience real distress in this area, be sure to speak to me about your needs.

Professionalism includes being prepared and ‘present’ in every class. It includes arriving on time physically, and also means being emotionally present and prepared to interact fully with your colleagues in the seminar. The policy for this course is to deduct points each time you are late to class unless the reason for your tardiness is deemed acceptable by the field faculty member. In other words, if you arrive to class after we have started, you can assume you will be deducted one or more points unless your tardiness is approved by me. You are expected to demonstrate an ability to listen to and ask questions of your peers in a respectful, thoughtful manner consistent with the values of social work. It also involves the ability to discuss challenges in one’s field placement in a respectful manner. This includes not only the manner in which we discuss clients, but also the manner in which you might discuss challenges with your agency supervisor or other staff. Discussing challenges in field placement in a way that is akin to “gossiping” will not be tolerated. I will expect that we all adopt the practice of discussing issues related to clients and colleagues as if they were in the room. Students should demonstrate curiosity, an ability to examine assumptions, values and practice challenges, and the ability to contribute to a shared space in which it is safe to do so. Please see the field faculty member early in the semester if you need any assistance in this or any other areas.

Individual Meetings and Out-of-Class Contact

Students are encouraged to meet with me at any time during the semester. I am happy to meet before or after class but would prefer advance notice, if possible. We can also arrange a time to meet or talk by phone on non-class days. I am most accessible by email or phone text messages, which I check daily. I will respond to emails within 24 hours during the business week (Monday thru Saturday). However, questions or requests related to assignments or extensions need to be emailed 24 hours prior to the start of class on the day the assignment is due.

Supervision, Consultation, and Evaluation

Students have three sources of supervisory guidance, consultation and evaluation: the agency supervisor, the field faculty instructor and the field seminar group. Students are required to receive weekly supervision from their agency supervisor. Consultation is available each week during the seminar meetings and students can seek additional consultation from their agency supervisor or field faculty member, as needed. At mid-semester, students will receive feedback on their seminar and field performance separately from their agency supervisor and field faculty instructor. An end-of-semester evaluation is also held in-person, which includes the student, the agency supervisor, and the field faculty instructor. If at any time the student, agency supervisor, or field faculty member feels that there are issues or concerns regarding the fieldwork or seminar, that individual can call a meeting to discuss and work through the issues at hand.

Meetings Together with your Agency Supervisor

Transparent and frequent communication among all parties over the course of the semester will

help keep all of us on track. At the end of the semester, you and I will meet with your agency supervisor at the agency for evaluation of your work in the field placement. There are evaluation forms for this end-of-semester meeting that your supervisor and you will each fill out, and then share with each other, before our end-of-semester meeting.

Use of supervision includes being *prepared* for discussions or meetings with your supervisor as well as other professionals in the agency. Preparation will include critically thinking about and being ready to discuss and process the following:

- issues, situations, challenges, opportunities, and/or successes experienced in practice;
- what you have done or might do (e.g., options, interventions) in addressing issues or concerns and any specific questions you have regarding the matter;
- the learning plan (e.g., reviewing progress on a couple methods of achievement and its respective competency each time);
- seminar discussions and assignments, including the practice questions of the week; and
- other topics for discussion identified by the field faculty member, agency supervisor, or student

You will be meeting with your supervisor for a mid-term evaluation as well as with your supervisor and field faculty for the end-of-the semester evaluation. See the section on evaluation and grading for more information. For more information on supervision, consultation and evaluation and educational roles, including those of students, please see below and the *Field Education Handbook*, section I.

The Agency Supervisor has the following responsibilities:

1. Participate in student selection/placement process.
2. Work with student and faculty in development of learning plans and supervisory arrangements on site.
3. Orient student to agency, work unit, and practice area, including all relevant laws that will affect the student's professional work.
4. Provide ongoing practice supervision.
5. Possible teamwork with student.
6. Provide excellent professional role model.
7. Consult with student on professional growth and development.
8. Provide student with ongoing constructive criticism, suggestions for improving specific practice perceptions and skills and a comprehensive final evaluation.

The Field Faculty has the following responsibilities:

1. Responsible for student selection and community placement match.
2. Develop and approve learning plan and supervisory arrangements between the student and practicum supervisor.

3. Teach field unit seminar to provide relevant theoretical, policy, and problem content.
4. Share in ongoing practice supervision/consultation and help student integrate seminar content with placement experience.
5. Provide excellent professional role model.
6. Maintain regular contact (at least monthly) with field supervisor to monitor student performance, ensure learning opportunities, deal with performance problems, etc.
7. Consult with student on professional growth and development
8. Help student integrate constructive criticism and assume responsibility for evaluation and grading.

For more detail, see “Summary of Educational Roles in Working with Field Students” in the Field Education Handbook.

Evaluation and Grading

Participation in all field unit seminars is REQUIRED. Participation is measured by quantity and quality. Quality participation includes the ability to look at oneself and critically analyze strengths and areas for growth. Quality participation also includes providing appropriate support and feedback to peers, as well as seeking and accepting appropriate feedback and consultation from peers. Those whose participation clearly demonstrates having completed readings and other assignments, the ability to integrate social work concepts with field and other experiences, AND the ability to fully engage in problem solving and other exercises (presenting social work issues or other perspectives for discussion as well as responding to other students who present issues) will earn high marks in this area. Participation can be challenging for some students. Please see instructor EARLY in the semester if you need any assistance in this or any other areas.

Grading: Evaluation is ongoing between you, your agency supervisor(s) and the Field Faculty. The Field Faculty receives feedback on your performance from you and your agency supervisor(s) and determines the grade earned. Your education is a **shared responsibility** so always feel free to seek and give feedback, ask questions, make appointments, and do what you need to do to keep yourself actively learning, excited, and happy in your field setting. Students are responsible for defining, achieving, suggesting, organizing, and documenting activities and fully participating in the field instruction process.

Forty percent (40%) of the final grade will be based on the thoughtfulness and preparedness of your participation in seminar and the quality of your written assignments, which are all a part of professional behavior. Written assignments must be handed in by the specified due dates unless specific arrangements have been made with me in advance. You are expected to attend all seminars, with reasonable accommodations being made as specified in University policy or for other situations such as illness, emergencies and, especially for those commuting from outside of Madison weather advisories encouraging travel restrictions. You are responsible for informing me of absences from class in advance if possible, and for following up with me as soon as possible regarding that day’s seminar content. Frequent absences from field unit meetings and/or failure to follow up will likely result in a grade reduction for this course. Completion of required readings, active participation in seminars, contributing generously to the learning of other students, demonstrating an ability to listen to and ask questions of your peers, will also figure importantly into this portion of your overall grade.

More specifically:

For professionalism and class participation (20%), field faculty will be looking for evidence of thoughtful reading of assigned materials, curiosity, ability to examine assumptions, values and practice challenges, and the ability to contribute to a shared space in which it is safe to do so.

For the written assignments this semester (20%), field faculty will be looking for thoroughness in all of the elements noted earlier in this syllabus

If you have not completed the required hours for field practicum, you will receive a grade of Incomplete for the semester (assuming that you are otherwise passing the course and have gotten advance approval from field faculty of your plan to complete the hours).

The Social Work Practice in Child and Family Welfare: Public, Private, and Educational Settings course (SW 800) covers two semesters; summer semester (August 20 and fall semester September-December 2018). Students will earn 2 credits for the summer semester and 4 credits for the fall semester. Please note that the University requires that courses extending across two terms be given a separate grade for each term. All students in this course will receive a grade of P (Progress) at the end of the semester or an NR (No Report) if they are a special student. 'P' and 'NR' are temporary grades specifically designed for courses extending beyond one term that will be replaced at the end of the entire course when the final grade you earn for the full 12 weeks is assigned.

Grades for summer and fall semester will be given at the end of fall semester. Field hours will accumulate over both semesters for a total of 320 hours/semester and the Field Evaluations will reflect work accomplished over summer and fall semesters and will be applied to the final grade in December.

Sixty percent (60%) of your grade is based on your actual fieldwork, taking into account the degree to which the competencies are met through measurable behaviors, including your performance in the classroom and in the field. Your demonstration of professionalism, both in seminar and in the field, and as outlined in this syllabus, will be included in your final grade. Final responsibility for grading your performance in the placement rests with me, the field faculty. However, considerable weight in grading will be given to your agency supervisor's assessment of the progress you have made in fulfilling the stated competencies and the quality of your work in the field setting. Field faculty will periodically review your progress both with you and with the field supervisor and joint meetings will be held with you if indicated or desired by you or your supervisor. A mid-semester meeting can be scheduled if the student, agency supervisor, or field faculty member request a meeting.

In December, the student, agency supervisor and field faculty member will meet together to discuss your progress in accomplishing your learning objectives for the semester and to evaluate the overall quality of your field performance. This discussion will be informed in part by a self-evaluation form you will be asked to complete prior to our meeting, and a parallel version of the form that your supervisor will complete. While your self-evaluation will be given considerable weight in arriving at your final grade for fieldwork, greatest weight will be given to your

supervisor's overall assessment of your work. *Be sure that you and your supervisor each have a copy of the other's evaluation form and have shared this information with each other prior to the joint meeting.*

As part of professional practice, it is important that you inform the field faculty of any worrisome issues regarding seminar or your field placement as soon as they emerge. Early recognition and intervention will be key to identifying what needs to change, and what will support your successful completion of the course.

The following components will be assessed based on the student's performance:

End of semester evaluation instrument:

- Utilization of supervision (listens to and accepts critical feedback; ability for self-reflection and open discussion of challenges; appropriately seeks consultation by asking questions, shares concerns and ideas; demonstrates preparedness for supervision meetings)
- Participation in field placement activities (taking initiative to seek learning opportunities; shows motivation; demonstrates appropriate interactions with other staff; ability to work within an interdisciplinary team)
- Cultural and ethical components of field practice (displays cultural humility and competence with staff and clients; awareness of biases and ability to discuss these in supervision; consideration of culture and the social environment in case conceptualization; ability to identify ethical dilemmas and discuss these in supervision; adheres to NASW Code of Ethics)
- Clinical documentation (ability to work within the agency's available technology; adequate content of notes; appropriate clinical language; thoroughness of documentation; timeliness of progress notes and expected reports)
- Professionalism (reliability; thoroughness; organization; adhering to boundaries; time management; ability to work responsibly and independently; completes tasks as assigned; participation and preparedness; appropriate language within the workplace and with clients; attire; uses professional judgment and maintains awareness of safety behaviors for self and others)
- Attendance and timeliness (in seminar and in field)

Practice Skills:

1. Engagement skills (relates well to clients and staff, ability to build rapport; ability to convey warmth, empathy and genuineness; ability to demonstrate active listening; humility and curiosity)
2. Assessment and skills (ability to gather relevant information; ability to articulate a comprehensive formulation that demonstrates an understanding of the client's story; conceptualization skills)
3. Planning and goal setting (ability to develop a clear plan in partnership with clients with specific goals and observable, measurable objectives that the client understands and owns and that you also own)

4. Intervention (ability to implement interventions in line with goals and objectives; ability to understand and incorporate best practice interventions)
5. Evaluation (ability to evaluate interventions and progress toward goals that are yours as well as the client's; ability for self-reflection on your performance and that of your clients in pursuit of their goals)

GRADE STANDARDS FOR THE COURSE:

Grading for this class will be based on the following percentage scale:

A	94-100	Outstanding; surpasses expectations in all areas
AB	88-93	Surpasses expectations in many areas
B	82-87	Meets expectations in all areas
BC	76-81	Meets expectations in some areas; below in others
C	70-75	Below expectations in most areas, not acceptable graduate work
D	64-69	Below expectations in all areas
F	<64	Fails to meet minimal expectations in all areas, not acceptable work

An "A" (consistently superior/excellent performance) will include:

- *Superior/excellent progress towards achieving goals and activities specified in your learning plan.
- *Excellent, accurate, thorough, and timely clinical documentation as required by your agency.
- *Excellent, thorough and timely completion of all written assignments for the field seminar.
- *Superior/excellent skills for engaging clients, who may present with a wide range of issues, problems, strengths and resources.
- *Superior/excellent ability to utilize supervision, receive feedback with minimal defensiveness, respond positively to suggestions and implement them.
- *Enthusiasm and responsiveness to learning opportunities, taking the initiative to develop learning opportunities and taking appropriate risks to further your learning.
- *Consistent and excellent responsiveness to cultural and ethical components of your practice as evidenced by supervisor feedback and seminar participation.
- *Excellent integration with the placement, ability to relate to staff, supervisor, other clinicians and students, including the ability to participate as a member of a team regarding service for clients with particularly complex service needs.
- *Superior reliability, thoroughness and organization in your management of work

responsibilities at the placement.

*Consistent attendance and thoughtful, collaborative participation in the field seminar, with

An **“AB”** represents very good to superior/excellent performance in all areas. It may mean that a student has met the “A” criteria in all but one or two of the above areas.

A **“B”** represents good performance. A student earning a "B" will exhibit good performance in most areas. A student may be meeting only minimum standards in an area but is working actively to make improvements.

A “BC” indicates the student has met the minimum criteria needed to pass the course.

The **“C”** grade represents below minimum performance standards in several areas or major deficits in two areas and may not be meeting client obligations adequately. As cited in the Field Education Handbook (p. 38): *“A grade of “C” in the first, second or third semester of the field course will not allow a student to continue in the professional degree program. A grade of “C” in the final semester will not permit a student to graduate. Both situations may be remediated if the field faculty (upon consultation with the Director of Field Education) agrees to permit additional field study and practice, and the student succeeds in raising the grade upon satisfactory completion of additional work. Permission to continue in the entire social work professional degree program (field and other courses) following the receipt of a grade of “C” may be granted by the Field Course Committee upon the student’s written request and committee review of the student’s educational needs, performance problems, and the likelihood of improved performance.”*

A **“D” or “F”** may be assigned and would represent extremely serious performance issues. Conditions under which these grades might be assigned include, but are not limited to, serious ethical misconduct, commission of a crime while engaged in a field activity, or using alcohol or drugs (except as prescribed by a medical provider) while engaged in a field activity.

D = failing, below expectations in many areas and may not continue in field and program.

F = failing grade, below expectations in all areas and may not continue in field and program.

Summer and Fall Semesters

Weekly Seminar (40% of Final Grade)

Professionalism & Class Participation	Ongoing	20 points
Learning Plan	09/29	10 points
Artifact 1 (climate of agency)	10/20	15 points
Artifact 2 (reflection on racism)	11/3	15 points
Integrating Academics with Field Paper	12/1	25 points
Larger Systems Change Reflection Presentation & Outline	12/8 & 12/15	15 points

End-of-semester evaluations (60% of final grade)

Total Maximum Points:

100 points

Your final course grade will be based on your work at your field placement and your field seminar in the following proportions:

1. WEEKLY FIELD SEMINAR

Seminar topics and required readings are noted in Section IV. There will be time set aside for you to talk about your field experience and issues that you are encountering, both to obtain consultation around challenges you are experiencing and to enhance each other's learning. We will also be discussing aspects of the readings assigned for that week. Coming prepared to share, discuss and learn, is extremely important. You are expected to conduct yourselves in a professional manner, similar to what will be expected in your field placement.

2. WRITTEN ASSIGNMENTS

ARTIFACT ASSIGNMENTS – 15 points each

- **ARTIFACT #1 (DUE 10/20/18) Climate/Culture Assessment of Agency. (15 points maximum, 2-4 pages)**

Reflect on the following in your placement by your observations and discussion with your field supervisor and/or other staff:

- a. Describe your agency (2 points)
 - a. What is the population that you serve?
 - b. Is the space and environment representative and welcoming of all the clients it serves?
- b. Read and review the NASW Standards for Cultural Competence (3 points)
- c. Based upon your observation and conversations; discuss the level of cultural competence by determining: (10 points)
 - What is the overall knowledge level of cultural competence demonstrated by both behaviors and conversation at your agency?
 - What training in cultural competency has your agency been through?
 - What standards of culturally competent practice are present?
 - What standards of cultural competence are lacking/missing/or being ignored?
 - For each of those missing elements, what are the impediments?

- **ARTIFACT #2 (due 11/03/18) (15 points maximum. 2-4 pages)**

Reflect on an article of your choosing about racism or an existing program at your placement in relation to racism.

For an article, describe the key points and how it applies to your internship setting. If you are describing a program, discuss how it relates to racism overall in your setting or specifically tied to an implemented program.

- a. Clear summary of article or placement program/situation (5 points)
- b. Discussion of the impact of the program/article key points/situation on the practice of social work (5 points)

c. Critical thinking/analysis applied to impact, unintended consequences, your approach as social worker, etc. (5 points)

*Artifact writing assignments are designed to be directly relevant to the teaching of knowledge, values and skills in the field of social work. They are also in adherence with the Wisconsin State Licensing Standards for School Social Workers and these should be included in the student’s portfolio. Portfolio artifacts should be included in the portfolio and will be submitted for approval second semester (SCHOOL PLACEMENTS ONLY are required to complete a portfolio for licensing second semester; however, all students are required to complete assignments for field). Each artifact assignment should be 2-4 pages in length.

Exemplary	Acceptable	Minimal	Attempted
Paper is written in a clear, logical format with smooth transitions between topics. All sources are cited, margins are one inch, 12-point font is used and the paper is double-spaced. The length of the paper is 2-4 pages not including the cover page and the reference page.	Paper is written in a logical format with somewhat choppy transitions between topics. All sources are cited, margins are one inch, 12-point font is used and the paper is double-spaced. The length of the paper is 2-4 pages not including the cover page and the reference page.	Paper is somewhat difficult to understand. The length of the paper does not meet the minimum 2-page requirement.	Paper is difficult to understand. Sources are not cited, paper does not meet the minimum 2-page requirement.

LEARNING PLAN (10 points)**

Draft Due: September 15

Final Version Due: September 29

A sample format for the learning plan is provided for the student to follow when developing their learning plan. The Learning Plan will require input and approval of your agency supervisor, and should include the following:

- Agency Overview: Agency name and services provided, population served by the agency, and the agency’s organizational/power structure (please attach an organizational chart, if possible).
- Establish at least one specific goal to be met at the agency that is aimed at furthering your development of skills in each of the ten competency areas, keeping in mind the required behaviors for the concentration year. Remember that the seminar assignments and the field placement will contribute to your skills and abilities, so your goals can reflect

“making progress” towards the requirements and focus on the skills you will be working to develop at the agency.

Each goal should be clearly written and followed by:

- a. A description of experiences, strategies and methods you will use to reach your goal
 - b. A description of what your agency supervisor will do in support of your goal
 - c. A statement that describes how you, your agency supervisory, and I will know that each goal has been met.
- A description of your field placement activities. This section should include direct practice assignments, case management responsibilities, readings required or recommended by your agency supervisor that are known at the outset, meetings/staffing’s you will attend, agency or community trainings you will attend that are identified now, and involvement in program development or procedures/policy review.
 - Self-care plan.
 - Field placement schedule.
 - Field placement supervision plan and schedule.

Your Learning Plan needs to be signed by you and your supervisor prior to turning it in on October 1st and your supervisor should keep a copy. I will review the plan and sign it. If any revisions are required, you will need to provide your agency supervisor with an updated copy.

The Individual Learning Plan will be graded on the basis of how thoroughly each of the six (starred) criteria stated above are written. The following are point values for the six criteria:

Agency overview	1 point
Goals for each of the 10 competencies	3 points
Field placement activities	3 points
Self-care plan	1 point
Placement schedule	1 point
Supervision plan and schedule	1 <u>point</u>
Total Maximum Points	10 points

**The Learning Plan will be used to guide your fieldwork and to evaluate your progress at the end of the semester

“INTEGRATING ACADEMICS WITH FIELD PLACEMENT” PAPER (25 points)

Due: December 1st

The purpose of this assignment is for you to demonstrate and for me to assess how your academic work informs your work in the field. Identify an individual, family, or group that you have worked with in your field placement. In **6-8 pages**, describe how your academic work has influenced how you work with the family/community.

Provide specific examples such as research, course work, social work literature, etc. Describe how you have been able to use your academic experiences or knowledge acquired in your field placement. Use references as appropriate.

The paper should be in APA style. Grammar, punctuation, and spelling will be evaluated as part of the grade.

Students will be expected to utilize at least 2 academic articles in preparing their papers. Please see the grading rubric below.

Integrating Academics with Field Placement Paper Rubric (30 points)

Name: _____

Date: _____

Class: _____

Topic Selection/Research: (4 pts) _____

All sources cited, logic, clear, concise writing/mechanics (3 pts) _____

Creativity (5 pts) _____

Appropriate strategies (6 pts) _____

Critical Thinking (6 pts) _____

Overall organization and quality (6 pts) _____

	Exemplary	Acceptable	Minimal	Attempted
Topic Selection/Research	Provided a clear and comprehensive assessment of the individual, group or family. Used a variety of materials to thoroughly research information	Provided a clear assessment of the individual, family or group. Used some materials to research information related to the	Provided an overview of the individual, family or group. Obtained information	Provided a few facts about the individual, family or group. Obtained information from few constituents.

	related to the presenting situation. Obtained information from a variety of sources.	presenting situation. Obtained information from a few constituents.	from few constituents.	
Mechanics	Paper is written in a clear, logical format with smooth transitions between topics. All sources are cited, margins are one inch, 12-point font is used and the paper is double-spaced. The length of the paper is 5-8 pages long not including the cover page and the reference page.	Paper is written in a logical format with somewhat choppy transitions between topics. All sources are cited, margins are one inch, 12-point font is used and the paper is double-spaced. The length of the paper is 5-8 pages long not including the cover page and the reference page.	Paper is somewhat difficult to understand. The length of the paper does not meet the minimum 5-page requirement.	Paper is difficult to understand. Sources are not cited, paper does not meet the minimum 5-page requirement.
Creativity	Was extremely clever and original; a unique approach that truly focused on the critical assessment components of the individual, family or group.	Was clever at times; thoughtfully and uniquely written with basic knowledge of agency or school assessment.	Added a few original touches to enhance the paper but knowledge of individual, family or group was limited.	Little creativity or clear knowledge of individual, family or group
Appropriate Strategies	There is a clear link between assessed factors and strategies offered. Multiple strategies to enhance potential and strengths in client are identified. Multiple suggestions to address problems with the individual, family, or group are well developed with ideas for how to get started.	There is a link between assessed factors and strategies offered. Strategies to enhance potential and strengths in the client or family are limited. Suggestions to address problems with the individual, family or group are developed with ideas for how to get started.	The link between assessed factors and strategies offered are tenuous or unclear. Very few strategies are offered.	Little effort in describing strategies to enhance potential and improve situations. No real connection between assessment and strategies offered. Unclear on how to get started.

LARGER SYSTEMS CHANGE REFLECTION PRESENTATION (15 points)

Due: December 8 or December 15

Consider and attend to the impact of agency policies and practices, and larger-system social policies and practices on the diverse clients receiving services at your placement. Listen carefully to clients' experiences, and be alert to ways in which social problems, oppression, limited resources, and/or agency and social policies impact them. Look for evidence that your agency actively seeks to understand and respond to clients' needs before meeting its own needs, regardless of budgetary constraints and limited resources. Ask questions and solicit examples from your agency supervisor and other staff about their experiences, concerns, and thoughts about the effects of various policies and social issues on the agency's ability to meet client needs.

Present a reflection to the class that identifies **three ideas** for agency or social policy change that you believe would benefit clients served by your placement agency. Policy change may include modification of existing policy or introduction of new policy. ***Consider policy changes that would advance human rights and social and economic justice, advance the wellbeing of oppressed and marginalized members of society, and/or enhance the provision of services to diverse cultural groups.*** I suggest selecting policy issues that are meaningful and of interest to you, and about which you experience some level of enthusiasm, energy, or passion. ***Consider agency changes that could improve the quality of client services*** – for example, how to reduce barriers to service, increase the cultural competence of services, introduce or enhance evidence informed practice, introduce or support strength-based services.

You will be using social work theory, methods, principles, and concepts learned in other courses and assigned readings to complete this assignment. I will look to hear you begin to assess for possible issues and targets and discuss these with me and your colleagues in seminar. This will include evaluating your agency for “user friendliness” in a number of areas: program, services, communications, organization policies and procedures, mission, training, and evaluation.

Grading Rubric for your presentation:

- 1) Describe the three agency or larger system policy changes for which you will advocate (3 points)
- 2) Reflect on the observations, information, and/or experiences that led you to select these three policy issues and that provide a rationale for change (3 points)
- 3) Utilize at least three references from the readings that inform your thinking, (2 points)
- 4) Identify other individuals; groups, or organizations that are promoting this policy change, or that may be inclined to share your perspective. (2 points)
- 5) Overall presentation style, clarity and organization (2 points)
- 6) Outline describing the 4 steps for your 3 ideas. (3 points)

- Brief presentation outline is DUE to me on the date you present to class.
- Grade is based on the depth and completeness that you meet the first four rubric indicators above in your outline and in your verbal presentation to class.
- This presentation will provide a starting point for a SW801 (Spring semester) assignment, in which students will be asked to formulate and carry out a ‘change project’ with clients, colleagues, peers, or other constituencies. Students will be required to present the ideas of their

project to the seminar group.

○ **RECORD OF FIELD HOURS – DUE DECEMBER 15th BY 9:00 A.M.**

Use the form provided in class to record weekly the number of hours you were present at your field placement. Keep in mind that missed hours must be made up, and that 800-level students must complete **320** hours for the semester. Time spent traveling to your placement does NOT count towards field hours; however, time spent traveling from a field placement to in-home sessions or community meetings or to sites of other placement activities in the course of your fieldwork does apply. Your attendance at field seminars, orientation sessions, and the end-of-semester field meeting counts towards your field practice hours. You are encouraged to consult with your agency supervisor at the beginning of the semester to inquire how frequently they want to review the hourly log. I suggest you consider a review at least monthly so you can adjust your schedule prior to the end of the semester, when there will be little time available to add hours, especially during the holidays.

Please note that this is an all-or-nothing expectation. If hours are not completed and arrangements for continuing the placement over the semester break have not been made in advance with me, or the record is not submitted on time, passing students will be given a grade of “Incomplete” for the semester until the Record of Field Hours is submitted *with signatures*.

○ **INDIVIDUAL MEETINGS AND OUT-OF-CLASS CONTACT**

I encourage you to meet with me at any time during the semester. I am happy to meet before or after class but would prefer advanced notice, if possible, so we have sufficient time to address your needs. We can also arrange a time to meet or talk by phone on non-class days.

I am most accessible by email (Jeanne.ferguson@wisc.edu) or text (608-658-1519), which I check daily. I will try to respond to emails within 24-48 hours. However, questions or requests related to assignments (e.g. extensions) need to be emailed 24 hours prior to the start of class on the day the assignment is due.

○ **MEETINGS TOGETHER WITH YOUR AGENCY SUPERVISOR**

Transparent and frequent communication among all parties over the course of the semester will help keep all of us on track. At the end of the semester, you and I will meet with your agency supervisor at the agency for evaluation of your work in your field placement. There are evaluation forms for this end-of-semester meeting that your supervisor and you will EACH fill out, and then share with each other, ideally before our end-of-semester meeting.

VII. Course Policies

Your final course grade will be based on your work both in your work at your field placement and in your field seminar.

Class Climate and Behavioral Expectations :

Meeting course objectives requires that you and I actively work to create a learning environment that is respectful and safe so that ideas can be examined honestly, diverse viewpoints shared and activities approached with maximum curiosity and enthusiasm. Diversity in beliefs, ideas and lived experiences are highly valued here. Each of you has knowledge and experience that will enhance the learning of your colleagues and each voice is important. Please honor the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from each other. Because our class will represent diverse individual beliefs, backgrounds, and experiences, every member of this class must show respect for every other member.

I am firmly committed to diversity and equality in all areas of campus life and in building an inclusive space where everyone feels safe and welcome. I recognize that we all have biases. Discrimination can be direct or indirect and take place at both institutional and personal levels. I believe that such discrimination is unacceptable and I am committed to providing equality of opportunity for all by eliminating any discrimination, harassment, bullying, or victimization in my classroom. We all have a responsibility to hold in our minds the disproportionate impact systems and "isms" have on marginalized people. I invite you to bring any concerns in this regard to my attention.

Reading Assignments: You are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions and successfully complete written assignments. Canvas: All students are required to access Canvas for course content and assignments. If you have difficulty navigating Canvas, you should contact the DoIT helpdesk. If you find inconsistencies within my course content in Canvas, please quickly bring it to my attention in the Discussion thread that I have created for your use for that purpose. Those errors are mine, and DoIT will not be able to provide clarification.

Written Assignment Policy and Format:

- All written assignments (except email questions) are to be computer-generated and compatible with Microsoft Word (.doc or .docx formats).
- Format these assignments using one-inch margins, double-spacing, and a 12-point font.
- Always include a cover sheet (not counted as one of the required pages) with the title of the assignment, your name, the date turned in to me, course number, and course title.
- All assignments should be reviewed thoroughly for spelling, grammar, and style.
- Citations must be in the APA style, but papers need not have APA-style headers and title pages...<http://writing.wisc.edu/Handbook/DocAPA.html>.
- Reference pages must be on a separate sheet from the paper (not counted as one of the required pages). When required to use references, you should lean towards the use of peer-reviewed journals. Websites may be used as references, but must be referenced with a live link/hyperlink so that I may access it as well for content relevance and legitimacy.

- **Papers should be submitted to the appropriate Canvas site assignment by midnight (11:59pm) of the due date.** Depending on your Canvas notification settings, you may receive a confirmation e-mail when your paper is successfully submitted. It is your responsibility to be sure your paper has been downloaded properly. I will adhere to the policy on late assignments if an assignment is not submitted to the appropriate Canvas assignment by the date and time it is due.

Late Assignment Policy: The assignments listed above are due at the beginning of the class period on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact me prior to the due date. Unapproved late assignments may be deducted three points for each day they are late.

Students with Disabilities If you require accommodations to obtain equal access to this class or to any assignments that I may give, please contact me as soon as possible. I want all of you to have an excellent learning experience. Please either email me or ask to meet me personally about your accommodation by the second week of class or as soon as possible after your need has been recognized or incurred.

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to provide the instructor with a copy of their Verified Individualized Services and Accommodation (VISA) by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at mcburney@odos.wisc.edu; Phone at 608-263-2741; Text messaging at 608-225- 7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 702 Johnson St. #2104, Madison, WI 53706 Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Classroom Behavior:

You are all expected to maintain a level of professional behavior in and out of the classroom. Disrespectful behavior in the classroom and field will not be tolerated. Disrespectful behavior will be determined at my discretion. Some examples of this behavior are, but certainly are not limited to, using racially motivated slurs, being verbally or physically threatening, over-talking others while they are speaking, sleeping in class and not being respectful to me, fellow students, staff, or guest speakers. Field seminar is an extension of your field placement and a place where your humanity is required to be ever present. Your grade in field seminar is based on successful completion of the competencies and behaviors listed herein, both in seminar and in the field. Disrespectful and unprofessional behavior in the classroom will not be tolerated and will be reflected in your final course grade. It is your responsibility to contact me for any clarification on

what I consider disrespectful and/or unprofessional behavior.

The following is a list of expectations of your display of personal integrity:

Critical thinking and questioning are KEY to class participation:

- Laptop use is for note taking or class presentation only; use of your laptop during class is subject to my discretion.
- Respect every other person with whom you may disagree. You needn't agree with their opinion or perspective, but you may not act disrespectfully to their person.
- Make no assumptions about a person's background or that we all share similar experiences.
- Respect all other student's right to be heard.
- Demonstrate a capacity to accept, appreciate and embrace diversity.
- Read the material and be prepared for class.
- Actively participate in classroom discussions and be willing to take risks.
- Display qualities of an active learner, including taking notes when appropriate.
- Actively and constructively participate in classroom and field site discussions.
- Utilize careful, respectful language in all verbal and written communication with classmates, me, and your agency supervisor.
- Solicit and incorporate feedback when there are questions about your performance.
- Both in the classroom and in the field, proactively seek clarification (prior to assignment due dates) if guidance or assistance is needed.

If you have a concern that needs to be brought to the class's attention, please speak with me privately or before class begins.

Technology use in Class:

A minimal level of external distractions is essential to a productive learning environment. Cellphones, iPods, iPads, and any other electronic devices are not to be used in seminar, unless I require you to do so as part of an activity. Students are required to turn cell phones off or on vibrate before entering the classroom. Taking calls during class time interrupts teaching and learning. Please review the school's policy on professional conduct which can be found in the Student Rights and Responsibilities Handbook pp. 10-12 Professional Conduct in All the Social Work Degree.

However, life happens, and you are away from your families for many hours on Saturdays. If you have a family crisis that is developing, please let me know that you would like to have your phone accessible. I will simply ask you to take any emergency call in the hall. The same will be true for me.

Attendance and Professional Participation Policy

Due to the accelerated nature of courses in the University of Wisconsin-Madison Part-Time MSW Program, students are expected to attend all scheduled classes. (Inclement weather policies will always be included in the exceptions.)

Promptness

Prompt arrival to all classes is required by the School.

- I may take action I deem appropriate if you are consistently tardy
- I may also consider a significantly late arrival or early departure as an absence

Absence

To ensure a quality educational experience, you must attend and participate in classes.

- Attendance will be taken at each class and your level of participation noted
- **Excused & Unexcused Absences:**
 - a. Two unexcused absences will result in your grade being dropped one full grade
 - b. Three unexcused absences will place you at risk for failing the course
 - c. On a case-by-case basis, it is left to my discretion as to what is defined as an excused absence, as well as to determine appropriate follow up plans
- Additional graded make-up work appropriate for the content missed will be assigned for excused and unexcused absences. This make up work will include a paper that uses readings from class to incorporate the content into practice OR may include an in-depth written analysis of classroom discussion topics. Readings may be found on the Canvas site for this course. This make up work may have to be redone if not all instructions are followed. I will distribute/discuss the assignment to the student when a make-up assignment is required.
- You are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.
- **Excused Absence:** If you are unable to attend class for any reason, please email me PRIOR to class to see if you are able to receive an excused absence.
 - You may receive one excused absence per semester (other than due to inclement weather or emergency),** two under special circumstances that must be discussed with me. On a case by case basis, it is at my discretion as to what is defined as an excused absence, as well as to determine appropriate follow up plans.
- If you must be absent due to inclement weather or other emergency you **must contact me prior to the start of class to be considered for an excused absence.**

INCLEMENT WEATHER POLICY FOR PART-TIME MSW PROGRAM

Inclement weather:

- a. If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
- b. If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. Students will be responsible for learning the material they missed.

FIELD FEEDBACK AND EVALUATION:

The critical element of feedback is intended to be a three-way process: input and evaluation from you, your agency supervisor (and other staff authorized by your field supervisor) and me.

- **Ongoing:** feedback is best when ongoing. It should occur in supervision; can be part of field unit meetings and other contacts. Whenever you feel unclear, it is a good idea to ask for feedback from your supervisor and/or me immediately.
- **Purposeful:** ongoing feedback (and a summary of it at joint meetings) helps to clarify where you are performing and refocus your field learning plan.
- **Specific:** all feedback must be specific and timely in order to be useful. Generalities and empty platitudes are not productive: “Good job!” It is better to say what worked or what might work better in the next interaction.
- **Supportive:** ongoing feedback and regular evaluation are also intended to support your learning (and confidence) by giving a clear sense of your current abilities. Noting both strengths and weak areas, necessary to the development of competent professional practice, also serves a support function. It is the joint responsibility of me, your field supervisor and you to deal with learning problems early and openly, so that learning can focus appropriately on the most useful areas.
- **Performance focused:** Feedback and evaluation are based on the here-and-now, not on previous work or on future potential. Attention is given to what you can reasonably expect or be expected to know/learn/do in a particular semester or year.
- **Professional:** Feedback and evaluation focus on social work professional education for practice. While some feedback may also be useful to your personal life, this is not the intent of field course feedback from your supervisor and/or instructor.
- **Holistic:** **a)** Performance includes both knowledge and skills put to use, since both conceptualization of practice and action itself are important. **b)** Areas of focus include all field related activity; field unit, agency and community activity, client work, consultation and supervision, etc.
- **Individualized:** Given the diverse educational and life experiences of each of you, your learning plan and expectations are very individualized (within some bounds by academic level, 400-801) in the three-way plan. Feedback is intended to clarify progress toward these goals.
- **Graduated:** Expectations for student performance increase each semester, based on assumptions of increasing skill, knowledge and acquired practice wisdom.

Academic Misconduct:

Please note the following definition of academic honesty. “Academic honesty requires that the course work (drafts, reports, examinations, papers) a student presents to an instructor honestly and accurately reflects the student’s own academic efforts. UWS14.03 cites that (among other things) Academic Misconduct Subject to Disciplinary Action includes an “act in which a student seeks to claim credit for the work or efforts of another without authorization or citation”. Examples include, but are not limited to: “cutting and pasting text from the web without quotation marks or proper citation; paraphrasing from the web without crediting the source, using another person’s ideas, words or research and presenting it as one’s own by not properly crediting the originator”, etc.

Code of Ethics, Professional Conduct & Plagiarism

Incoming BSW and MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School's Principles of Professional Conduct. In doing so, you agreed that while in the BSW or MSW Program you would honor the Code of Ethics and Principles of Professional Conduct, as well as adhere to the Plagiarism Policy and that should you not do so, sanctions will be imposed. You are expected to adhere to these policies in the classroom and in the preparation of course assignments for this course.

Plagiarism

Plagiarism is a form of academic misconduct, which is not tolerated by the University or the School of Social Work. Plagiarism seeks to claim credit for the work or effort of another without citation or authorization.

The School of Social Work defines plagiarism as:

- The appropriation of passages or complete works of another person and submitting them as one's own work – in either written materials or speeches.
- The presentation of ideas of others as one's own without giving credit.

There are two major forms of plagiarism:

- Using direct quotes from others' written or spoken work and presenting them as one's own words without using proper quotation marks or offsetting and/or with failure to identify the source of the ideas.
- Paraphrasing the ideas or research findings of another person(s), with failure to identify the source of the ideas.

Note that slight changes to the author's original text, even with a citation, is plagiarism. Please see http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Process:

- If an instructor suspects a student has plagiarized, the instructor will contact the student to discuss their concern.
- If the instructor determines that the student has plagiarized, the instructor will decide on a sanction in accordance with the misconduct rules in UWS 14.

Sanction:

- Based on the seriousness of the sanction, the instructor may inform the Dean of Student's Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.

- More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student's Office when imposing any of these sanctions. This action is taken so the Dean of Student's Office can decide whether to seek additional sanctions.
- Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion (<http://www.students.wisc.edu/doso/acadintegrity.html>).
- Note: Students can appeal any sanctions.

For more information:

Academic misconduct rules procedures can be found in UWS 14:

<http://www.students.wisc.edu/doso/docs/UWS14.pdf>

For guidelines on quoting and paraphrasing:

UW-Madison Writing Center <http://writing.wisc.edu/Handbook/QuotingSources.html>

Appendix A: CSWE Competencies

<u>CSWE Competency Addressed in Course</u>	<u>Course Content</u>	<u>Location in the syllabus</u>
<p>1: Demonstrate ethical and professional behavior Advanced Generalist social workers demonstrate and employ in a focus area an understanding of the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo and macro levels. They understand and utilize frameworks of ethical decision-making and autonomously apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Advanced Generalist social workers demonstrate awareness of their personal values and an ability to distinguish them from professional values. They also possess and employ an understanding as to how their personal experiences and affective reactions influence their professional judgment and behavior. Advanced Generalist social workers understand the role of other professions and use this understanding to engage effectively in inter-professional teams. They have a commitment to life-long learning and continually update their skills to ensure they are relevant and effective. Advanced Generalist social workers also are knowledgeable about the emerging forms of technology and ethically use this technology in social work practice.</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of ethics working with children, youth and families in various settings. (K, S, V, C & AP)</p> <p>Using these methods, we will explore the intersectionality of multiple factors affecting those ethics with NASW Code of Ethics as well as School Social Work Supplemental Ethics (K, V, C & AP)</p> <p>Evaluate ethical dilemmas related to problems and issues in the area of children, youth, and families. (K, V, C & AP)</p> <p>Weigh values, principles of ethical decision-making, and the NASW code of ethics and, as appropriate, Supplemental School Social Work ethics, the International Federation of Social Workers Ethics in Social Work/Statement of Principles in order to address ethical dilemmas related to practice in the area of children, youth, and families. (K, V, C & AP)</p> <p>Apply knowledge of social services, policies and programs relevant to the area of children, youth, and families, to advocate with and/or on behalf of clients for access to services. (K, V, C & AP)</p> <p>Develop a plan for continuing professional education and development. Collaborate with and articulate the mission of Social Work to others (e.g., interdisciplinary team members, volunteers, the broader community, the news media, and political leaders) (K, V, C & AP)</p> <p>Integrating Academics with Field Paper</p> <p>Artifact #1 Climate/Culture Assessment of agency (K, V, C & AP)</p> <p>Artifact #2- Reflection on Racism in SW Programs (K, V, C & AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions</p> <p>Week 1 Week 2</p> <p>Week 2</p> <p>Week 3</p> <p>Week 8</p> <p>Week 16</p> <p>Week 16</p> <p>Week 11</p> <p>Week 13</p> <p>Weeks 17 -18</p>
<p>2.1.2 Engage Diversity and Difference in Practice Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced practice social workers recognize that, as a consequence of</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussions related to dimensions of diversity issues in working with children and families and the intersectionality of multiple factors affecting diversity in relation to race, culture, gender, sexual identity, poverty and privilege. (K, S, V, C & AP)</p> <p>Impact on diversity factors that impact student performance, family engagement and discipline, Special Education, RTI (K, S, V, C & AP)</p> <p>Immigration discussion related to diversity issues. (K, S, V, C & AP)</p> <p>LGBTQ issues, forms and mechanisms of oppression and discrimination</p> <p>Artifact #2: Reflection on Racism in SW (K, S, V, C & AP)</p>	<p>All seminar weeks</p> <p>Week 5</p> <p>Week 9</p> <p>Week 14</p> <p>Week 13</p> <p>Week 16</p>

<p>difference, a person's life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice. They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>Integrating Academics with Field Paper (K, S, V, C & AP)</p> <p>End of Semester and Mid-semester evaluation and learning plan</p>	<p>Weeks 16-17-18</p>
<p>2.1.3: Advance Human Rights and Social, Economic, and Environmental Justice Advanced Generalist social workers demonstrate in their focus area an understanding that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Advanced generalist social workers incorporate in practice an understanding of the global interconnections of oppression and human rights violations, and knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Advanced generalist social workers employ strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussions related to dimensions of human rights and the intersectionality of poverty, social justice, theory and policies. (K, S, V, C & AP)</p> <p>Understanding of risk factors for children, youth and families -mental health issues (K, S, V, C & AP) -cultural awareness -homelessness & poverty -immigration issues -behavior intervention plans -racism implications -LGBTQ issues -Women's issues</p> <p>Identification of inequities of access to programs and strategies to eliminate oppression (K, S, V, C & AP)</p> <p>Integrating Academics with Field Paper (K, S, V, C & AP)</p> <p>Evaluations-mid semester and final</p>	<p>All seminar weeks</p> <p>Week 6 Week 4 Week 7 Week 9 Week 5 Week 13 Week 14 Week 15</p> <p>Week 11, 17 & 18</p> <p>Week 16</p> <p>Weeks 16-18</p>
<p>2.1.4: Engage in Practice-informed Research and Research-informed Practice Advanced Generalist social workers understand and apply quantitative and qualitative research methods to advance the science of social work and practice in the focus area. They know and apply the principles of logic, scientific inquiry and culturally informed and ethical approaches to building knowledge in the focus area. Advanced Generalist social workers understand and demonstrate that evidence informed practice derives from multi-disciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into their focus area of practice</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussions. related to dimensions of evidence based methods and practices in working with Children, youth and families (V, C & AP) -Ethics and boundaries -Special Education -ACE and Trauma -Ethics in mandated reporting</p> <p>Focus on assessments and interventions and their implementation -Special Education/RTI -Trauma informed care (K, S, V, C & AP)</p> <p>Integrating Academics with Field paper (K, S, V, C & AP) Change Agent Presentation (K, S, V C & AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty</p>	<p>All seminar weeks</p> <p>Week 2 Week 5 Week 10 Week 8</p> <p>Week 5 Week 10</p> <p>Week 16</p> <p>Week 17 & 18 Weeks 16-18</p>
<p>2.1.5: Engage in Policy Practice Advanced Generalist social workers demonstrate a developed understanding that human rights,</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussions, related to dimensions of local, state and national policies in education with emphasis on the role of the</p>	<p>All weeks</p>

<p>social justice, social welfare and services in the focus area are mediated by policy and its implementation at the federal, state, and local levels. They understand the history and current structures of social policies and services in the focus area, the role of policy in service delivery, and the role of practice in policy development in the focus area. Advanced Generalist social workers understand, demonstrate, and engage policy development and implementation within their focus area practice settings at the micro, mezzo, and macro levels to affect change within those settings. They recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy in the focus area. They also demonstrate advanced levels of knowledge about policy formulation, analysis, implementation, and evaluation in the focus area.</p>	<p>school social worker. (K, S, V, C & AP)</p> <ul style="list-style-type: none"> -McKinney Vento Act -Special education law -Mandatory reporting laws -Domestic violence -Racism and discrimination -Sexual identity policies -Women’s issues <p>Discussion of policy development, implementation and change. (involving the above stated policies)</p> <ul style="list-style-type: none"> -critical thinking skills -mental health issues -Special Ed. Issues -McKinney Vento Act -mandatory reporting -Immigration policy -Domestic violence -Racism and discrimination -Sexual identity <p>(K, S, V, C & AP)</p> <p>Artifact #2-reflection on racism in SW (K, S, V, C & AP)</p> <p>Integrating Academics with Field paper (K, S, V, C & AP)</p> <p>Change Agent initial presentation (K, S, V, C & AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty</p>	<p>Week 7 Week 5 Week 8 Week 10 Week 13 Week 18 Week 15</p> <p>Week 3 Week 6 Week 5 Week 7 Week 8 Week 9 Week 10 Week 4,13 Week 18</p> <p>Week 13</p> <p>Week 16</p> <p>Weeks 17-18</p> <p>Weeks 16-18</p>
<p>2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in a focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships. Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in a focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to family engagement and strategies to work with children, youth and families in various settings. (K, S, V, C & AP)</p> <ul style="list-style-type: none"> -Impact of mental health issues -Cultural awareness & racism -Impact of homelessness -Effects of domestic violence -ACE and Trauma -LGBTQ interconnectedness -professional development -Women’s issues <p>Integrating Academics with Field paper (K, S, V, C & AP)</p> <p>Change Agent initial presentation (K, S, V, C & AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty</p>	<p>All weeks</p> <p>Weeks 6 Week 4,13 Week 7 Week 10 Week 10 Week 14 Week 16 Week 15</p> <p>Weeks 17-18</p> <p>Weeks 16-18</p>
<p>2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities Advanced Generalist social workers independently engage and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families, groups, organizations and communities in a focus</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion covering assessment knowledge and skills to the following content areas: (K, S, V, C & AP)</p> <ul style="list-style-type: none"> - Impact of mental health issues -Cultural awareness and racism -Impact of homelessness -Effects of domestic violence -ACE and Trauma 	<p>All weeks</p> <p>Week 6 Weeks 4, 13 Week 7 Week 10 Week 10</p>

<p>area. They engage in inter-professional collaboration and utilize methods of assessment appropriate to a focus area to advance practice effectiveness. Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making</p>	<ul style="list-style-type: none"> -LGBTQ interconnectedness -professional development -Women’s issues <p>Integrating Academics with Field paper (K, S, V, C & AP)</p> <p>Change Agent initial presentation (K, S, V, C & AP)</p> <p>Mid and End of semester evaluation & learning plan with supervisor and field faculty</p>	<p>Week 14 Week 16 Week 15</p> <p>Week 16</p> <p>Weeks 17-18</p> <p>Weeks 16-18</p>
<p>2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities Advanced Generalist social workers recognize and understand intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They independently identify, analyze and implement evidence-informed interventions to achieve the goals of clients and constituencies in a focus area. Advanced Generalist social workers incorporate their knowledge of theories of human behavior and the social environment when selecting and implementing interventions in a focus area. They also engage in interdisciplinary, inter-professional, and inter organizational collaboration as appropriate, in evaluating and implementing interventions.</p>	<p>Each seminar week: Class consultation, check-in and problem-solving, along with lecture, reading, assignments and group discussion covering interventions- various evidence based approaches in the following content areas:</p> <ul style="list-style-type: none"> - Impact of mental health issues -Cultural awareness and racism -Impact of homelessness -Effects of domestic violence -ACE and Trauma -LGBTQ interconnectedness -professional development -Women’s issues <p>Integrating Academics with Field paper (K, S, V, C & AP) (K, S, V, C & AP)</p> <p>Change Agent initial presentation (K, S, V, C & AP)</p> <p>Mid and End of semester evaluation & learning plan with supervisor and field faculty (K, S, V, C & AP)</p>	<p>All weeks</p> <p>Week 6 Weeks 4, 13 Week 7 Week 10 Week 10 Week 14 Week 16 Week 15</p> <p>Week 16</p> <p>Weeks 17-18</p> <p>Weeks 16-18</p>
<p>2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities Advanced Generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They are knowledgeable about various methods of evaluating outcomes and practice effectiveness in a focus area and incorporate their knowledge of theories of human behavior and the social environment when evaluating outcomes. Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in a focus area.</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, readings, assignments and group discussion using various evaluation tools for *school social work interventions such as – (K, S, V, C & AP)</p> <ul style="list-style-type: none"> - Impact of mental health issues -Cultural awareness and racism -Impact of homelessness -Effects of domestic violence -ACE and Trauma -LGBTQ interconnectedness -professional development -Women’s issues <p>Integrating Academics with Field paper (K, S, V, C & AP) (K, S, V, C & AP)</p> <p>Change Agent initial presentation (K, S, V, C & AP)</p> <p>Mid and End of semester evaluation & learning plan with supervisor and field faculty</p>	<p>All weeks</p> <p>Week 6 Weeks 4,13 Week 7 Week 10 Week 10 Week 14 Week 16 Week 15</p> <p>Week 16</p> <p>Weeks 17-18</p> <p>Weeks 16-18</p>

**Appendix B: Evaluation Instrument and Student Learning Plan
(electronic version is on Canvas)**

